

Seclusion/Restraint Procedures

Under

Louisiana Revised Statutes 17:416.21

as amended and revised to include Louisiana

ACT No. 522 (2016)

and

Louisiana Bulletin 1706, February 2016



St. Martin Parish School Board

Superintendent
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Revised: November 19, 2025

{Adapted from Hammonds, Sills, Adkins, and Guice}

INTRODUCTION

This document provides procedures/guidance for the use, reporting, documentation and oversight of seclusion and restraint in the St. Martin Parish School Board in accordance with regulations and guidance by the Board of Elementary and Secondary Education, Louisiana Department of Education (LDE).

These procedures specifically address the statutory requirements of La. R.S. 17:416.21 (Louisiana Act 328 of 2011) as amended and reenacted by ACT No. 522 (2016) and Louisiana Bulletin 1706, as revised February 2016 regarding the use of seclusion and restraint as emergency safety measures to control the actions of students with exceptionalities in Louisiana's public schools. It is understood that this procedural/guidance document is a work in progress and in no way constitutes the totality of interventions and strategies used by the St. Martin Parish School Board and its personnel in addressing the educational needs of students.

For the purposes of this document, St. Martin Parish School Board may encompass policies adopted by St. Martin Parish School Board; administrative procedures implemented by school administrators and school employees (as defined herein) and guided forms developed to assist school employees in carrying out their responsibilities under La. R.S. 17:416.21 as amended and revised to include ACT No. 522 (2016) and Louisiana Bulletin 1706, February 2016.

Additionally, St. Martin Parish School Board has adopted a proactive approach and will apply Seclusion/Restraint policies and procedures to all students, not only children with exceptionalities. Deaths have occurred throughout the nation to children who were improperly restrained. These policies and procedures shall be executed for all students to prevent injury and death. Therefore, it is critical that the policies and procedures be implemented specifically as described.

Restraint or Seclusion used for reasons other than imminent risk of harm and contrary to the procedures contained in this document shall be considered unreasonable and strictly prohibited.

Restraint or Seclusion SHALL NOT be used as a disciplinary consequence for minor infractions or to otherwise isolate the student from needed educational instruction.

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SUPERINTENDENT'S DIRECTIVES

PURSUANT TO SCHOOL BOARD POLICY

The St. Martin Parish School Board will be asked to approve the following guidelines and procedures relative to the use of seclusion and restraint by its employees:

A. *Notification requirements* for school officials and parents/legal guardians:

Parents of a student, respective Special Services Supervisor (Pre-K – 5th grade/middle/high), Director of Federal Programs and respective Principals must be notified within 24 hours if physical restraint or seclusion is used with a student.

1. Such notice shall include the reason for such seclusion or physical restraint, the procedures used, the length of time of the student's seclusion or physical restraint, and the names and titles of any school employee involved.
2. Date, time, method and person contacting the parent must also be documented.
3. The documentation should be signed by the person completing the form and a school administrator. Copies of this documentation must be sent within 24 hours of action to the Parent, Special Services Supervisor, Director of Federal Programs, and Principal.

B. *Training requirements* relative to the use of restraint:

All school administrators, behavior facilitators, special education teachers and employees assigned to St. Martin Parish School Board alternative site (JCEP) are required to be trained in the district approved safety training program. Program facilitators, consultants, guidance counselors, teachers, related service providers, nurses, paraprofessionals, school bus drivers, bus attendants, cafeteria workers, custodians, and other school system personnel will be trained as deemed necessary by their immediate supervisor, principal and a certified NCI trainer.

The training program implemented by the St. Martin Parish School Board is the Non-Violent Crisis Intervention (NCI) Program by Crisis Prevention Institute (CPI).

Training will include:

1. Understanding Behavior and Risks
2. Understanding the Crisis Development Model
3. Integrated Experience
4. Supportive Communication Skills
5. Responding to Defensive Behavior
6. Safety Interventions
7. Post-Crisis
8. Physical Intervention- Holding Skills
9. Written exam which must be completed with 80% accuracy.

Staff members trained to use holds must be refreshed annually.

Documentation of trained personnel will be maintained at the district level.

C. *Explanation of methods* of district approved Safety Interventions:

Disengagement Skills and Holding Skills

1. Children's Control Position which allows a staff member to maintain a balanced stance while managing the balanced stance while managing the child
2. Situational Application:
 - a. Seated Position (Lower, Medium, High) Level Holding
 - b. Standing Position (Lower, Medium, High) Level HoldingHolding/seated position and Holding/standing position is more than two staff members providing physical intervention necessary to support/limit/restrict a person's range of movement as determined by a behavioral risk assessment.

D. *Dissemination:*

1. *Seclusion/Restraint Procedures* will be posted on the St. Martin Parish District website under the "Parent's Tab" for access by all school employees and parents. In addition, the procedures will be posted on each school's web-site.
2. The Superintendent, Director of Human Capital and Operations, Director of Curriculum and Instruction, Director of Federal Programs, Chief Financial Officer, Special Services Supervisors, and all school administrators are provided a hard copy of the *Seclusion/Restraint Procedures*.
3. Several copies of the *Seclusion/Restraint Procedures* will be provided to each school to disseminate to parents upon request.
4. The Student Code of Conduct, which is distributed to all parents, will include a statement about how and where to access these guidelines and procedures.

E. *Notification to the Louisiana Department of Education:*

A copy of the *Seclusion/Restraint Procedures* is sent to the Louisiana State Department of Education via e-mail at specialeducation@la.gov.

SECLUSION GUIDELINES

Seclusion is a procedure that isolates and confines a student in a separate room or area until he/she is no longer an immediate danger to self or others. Seclusion does not include time-out, “which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.” The term does not include in-school suspension or student requested breaks.

Seclusion is permitted only under the following conditions:

1. As a LAST resort if and when less restrictive measures such as positive behavioral supports, constructive and non-physical de-escalation, and restructuring of a student’s environment, have failed to stop a student’s actions that pose an imminent risk of harm.
2. By a school employee who uses accepted methods of escorting a student to a seclusion room, placing a student in a seclusion room, and supervising a student while he/she is in the seclusion room/area.
3. If one student is placed in a seclusion room/area at any given time and the school employee supervising the student is able to see and hear the student the entire time the student is placed in the seclusion room/area. It is acceptable to have cameras set up in the seclusion room *for monitoring purposes* with the contingency that the student is continuously monitored and the person monitoring is in close proximity to the seclusion room.
4. The room is free of any object that poses a danger to the student placed in the room/area.
5. The room has an observation window and is of a size appropriate for a student’s size, behavior, and chronological and developmental age. An observation window is still required when cameras are used to monitor the student.
6. The room has a ceiling height and heating, cooling, ventilation, and lighting systems comparable to operating classrooms in the school.
7. **All seclusion rooms, in any school site, must be approved in writing by the Director of Federal Programs.**

Seclusion is prohibited:

1. For addressing behaviors such as general noncompliance, self-stimulation, and academic refusal. (Staff shall respond to such behaviors with less stringent and less restrictive techniques).
2. As a form of discipline or punishment.
3. As a threat to control, bully, or obtain behavioral compliance.
4. For the convenience of school personnel when unreasonable, unsafe, or unwarranted.
5. If the student is known to have any medical or psychological condition that precludes such action (as certified by a licensed health care provider in a written statement provided to the principal of the school in which the student is enrolled). SBLC/IEP team will convene to determine alternative intervention for behavior

PHYSICAL RESTRAINT GUIDELINES

Physical restraint is permitted only under the following conditions:

1. If the student's behavior presents a threat of imminent risk of harm to self or others.
2. As a last resort to protect the safety of self and others.
3. In a manner that causes NO PHYSICAL INJURY to the student.
4. Results in the least possible discomfort to the student.
5. Does not interfere in any way with a student's breathing or ability to communicate with others.
6. Does not involve the use of any form of mechanical restraint.
7. The student is not physically restrained in a manner that places excessive pressure on the student's chest or back or that causes asphyxia.
8. Applied only in a manner that is directly proportional to the circumstances and to the student's size, age, exceptionality (if applicable) and severity of behavior.
9. When the school administration and Non-Violent Crisis Intervention (NCI) Team determine that physical restraint is not effective, the student's parents will be notified. School administration along with the parent will determine the appropriate action (e.g., contact the Sheriff's Department, Emergency Medical Services).

Physical restraint is prohibited:

1. As a form of discipline or punishment.
2. As a threat to control, bully, or obtain behavioral compliance.
3. For the convenience of school personnel.
4. When unreasonable, unsafe, or unwarranted.
5. If the student is known to have any medical or psychological condition that precludes such action (as certified by a licensed health care provider in a written statement provided to the school in which the student is enrolled).

SBLC/IEP team will convene to determine alternative intervention for behavior

MONITORING & DOCUMENTATION

Seclusion/holding skills requires monitoring, documentation, and analysis of data collected:

1. Continuous monitoring.
2. Documentation every three (3) minutes (with adjustments made accordingly).
3. Student is released/removed as soon as the reasons for the action have Subsided.
4. Parent/legal guardians must be notified as soon as possible, and in writing within 24 hours of an incident.
5. Special Services Supervisor, Director of Federal Programs (if student with an exceptionality) and Principal will be notified in writing (Holding Skill/Seclusion report Forms in Appendix) within 24 hours of EACH incident of seclusion/holding skill. If the student is a student with no exceptions, the Director of Curriculum and Instruction will also be notified as well as the school liaison Supervisor. The following must be contained in the written documentation:
 - a. Reason for seclusion/holding skill;
 - b. Description of procedures used;
 - c. Length of time of seclusion/holding skill;
 - d. Names and titles of school employees involved.
6. Person/Employee who used seclusion/holding skill shall complete Seclusion/holding skill Report form (Appendix) for each incident of restraint and seclusion.
7. If a student is involved in two (2) incidents in a single school year involving the use of holding skills and/or seclusion, the SBLC/IEP team shall review and revise the student's behavior intervention plan to include any appropriate and necessary behavioral supports. The team shall review and revise every three (3) weeks.

Each incident involving a student with a disability and who has an IEP must be reported to the Louisiana Department of Education through the Special Education Reporting (SER) system. Seclusion/Holding skill data must be analyzed at least annually. It is recommended that data will be used to track the number of incidents of seclusion by student, staff, and type of incidents; and other factors such as precipitating events and other observable factors.

These procedures should be reviewed and revised as necessary during the interim period to ensure appropriateness and effectiveness.

MECHANICAL RESTRAINT

NO STUDENT SHALL BE SUBJECTED TO ANY FORM OF MECHANICAL RESTRAINT.

Mechanical Restraint is the use of any device or object used to limit a student's freedom of movement.

Children with physical disabilities may require assistance for positioning and require specialized devices to provide support. Mechanical restraint does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as:

1. adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
2. vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
3. restraints for medical immobilization;
4. orthopedically prescribed devices that permit a student to participate in activities without risk of harm; or
5. any device used by a duly licensed law enforcement officer in the execution of his official duties.

Students using these systems should also be monitored with continuous supervision to address circulation, breathing, and sensory concerns. If adverse reactions are noted, the system and/or device should be discontinued immediately, and the licensed therapist should be contacted.

It is noted that these systems and/or devices should not be utilized to restrict the movement of the student or as a punishment for behavior. Students shall not be in the systems for more than the number of minutes designated by the licensed therapists. Any weight applied to the student should not exceed five to ten percent of the student's body weight. Lap trays may be utilized for classroom and cafeteria activities as long as they are not used to restrict the student's movements.

DEFINITIONS

Crisis Prevention Institute (CPI) – The institute whose purpose is to formally validate the global standard of providing high-quality, meaningful training in the safe management of disruptive and assaultive behavior and to formally recognize professionals and other stakeholders committed to that standard.

Crisis Team – A group of persons trained and currently certified in Non-Violent Crisis Intervention (NCI) based at the school/site.

Decision Making Matrix - A tool that can help staff reach objective critical decisions about the level of risk behavior.

Disengagement - A non-restrictive safety intervention used to release or escape to protect yourself or rescue or protect others

Holding- a restrictive safety intervention necessary to restrict a person's range of movement to prevent the harm to self or others.

Imminent Risk of Harm - An immediate and impending threat of a person causing substantial physical injury to self or others. The risk is "imminent" if it is likely to occur within a matter of moments.

Mechanical Restraint - The use of any device or object used to limit a student's freedom of movement. This term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as:

1. adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
2. vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
3. restraints for medical immobilization;
4. orthopedically prescribed devices that permit a student to participate in activities without risk of harm; or
5. any device used by a duly licensed law enforcement officer in the execution of his official duties.

Non-Violent Crisis Intervention (NCI) – The research based training program developed and published by Crisis Prevention Institute (CPI) adopted by the St. Martin Parish School Board.

Restrictive Holds - Includes safety holds that restrict youth movement for the management of violent or self-destructive behavior that jeopardizes the immediate physical safety of the student or others. The approved holds:

1. Child Control Position
2. Seated Position (Low, Medium, High)
3. Standing Position (Low, Medium, High)

Opt-Out Sequence - A method to assist staff in the assessment of risk behavior and decision making required during the use of restrictive interventions. The Opt-Out Sequence enables staff to reduce the duration of restrictive interventions, minimize the potential adverse outcomes(risk) associated with such approaches and re-establish Therapeutic Rapport.

Restraint – any physical, chemical, environment, or mechanical intervention used to restrict a person’s liberty of movement. Any restraint must be used as a last resort and only when the specific danger that behavior/condition poses to self and/or others outweighs the risks of the hold or restraint. Staff should choose the least restrictive approach appropriate for the situation and constantly assess for the earliest safe opportunity to disengage.

Seclusion - A procedure that isolates and confines a student in a separate room or area until he/she is no longer an immediate danger to self or others.

Seclusion room - A room or other confined area, used on an individual basis, in which a student is removed from the regular classroom setting for a limited time to allow the student the opportunity to regain control in a private setting and from which the student is involuntarily prevented from leaving.

Therapeutic Rapport – re-establish the relationship and support the person after a crisis. It is the recommended staff attitude/approach to an individual at the Tension Reduction level.

HOLDING SKILL REPORT FORM

ST. MARTIN PARISH SCHOOL BOARD

Date of Report: _____

Student Name: _____ School: _____ Grade: _____ Reg.: _____ 504 _____ 1508 _____

Date of Hold: _____ Time of Hold: _____ Start Time: _____ End Time: _____

Teacher/Staff Initiating Hold: _____ Location: _____ Students/Staff Present _____

Holding Skills Used:

Circle all that applies

Child Control Position

Seated Position (Low, Med, High)

Standing Position (Low, Med, High)

Injuries: Yes No Details: _____

Class/Specific Activity at Time of Hold/ Preceding Hold:

Student's behavior that prompted the hold: check all that applies

☐ Imminent serious physical harm to themselves

☐ Imminent serious physical harm to others

☐ Imminent serious physical harm to themselves and others

Explain student behavior(s) that prompted physical hold:

Efforts made to de-escalate the situation: Check all that applies

☐ Provided choices ☐ Verbal redirection ☐ Calming techniques ☐ Reduced demands ☐ Reduced verbal interaction

☐ Other _____

Alternatives to hold that were attempted: Check all that applies

☐ Removal of other students ☐ Request for assistance ☐ Voluntary removal of student to another location

☐ Other _____

Explain:

Post-vention:

Describe the outcome of establishing Therapeutic Rapport with the student after the crisis incident: _____

Was Parent Notified? ☐ Yes ☐ No Time & Date of Notification: _____ Method of Notification: _____

Person Contacting Parent: _____

Has hold been used on student and/or student secluded 2 or more times this year?

☐ Yes ☐ No

If yes, IT IS MANDATORY the IEP/SBLC team be convened immediately to review and revise appropriate behavioral supports.

Other Comments or Observations:

Person Initiating Restraint _____ School Administrator _____

Signature

Signature

This form must be completed within 24 hours. Copies must be sent to Parent, grade level Special Services Supervisor, Director of Federal Programs and Principal within that time period.

Revised 10/2/24

HOLDING SKILL OBSERVATION FORM

ST. MARTIN PARISH SCHOOL BOARD

Student Name: _____ Date of Report _____

School _____ Grade: _____ Reg. Ed. _____ 504 _____ 1508

Date of Hold: _____ Time of Hold: _____

Teacher/Staff Initiating Hold: _____

Person(s) Supervising Student during Hold:

Describe Behavior Warranting Hold:

Class/Specific Activity at Time of Incident/Preceding

Seclusion: Possible Triggers:

It is MANDATORY that student be monitored constantly.

1. Agitated

4. Hostile

7. Self-Abusive

2. Calm

5. Physically Aggressive

8. Verbally Aggressive

3. Crying

6. Quiet

9. Other: _____

Document Behavior every 5 min using codes above.								Start time:		End Time	
3 min.	6 min	9 min	12 min	15 min	18 min	21 min	24 min	27 min	30 min	33 min	36 min

Was the Parent notified? _____ Yes _____ No Date & Time of Notification: _____

Method of Notification: _____ Person Contacting Parent: _____

Has student been restrained/secluded 2 or more times this year? _____ Yes _____ No

If **yes**, IT IS **MANDATORY** the IEP/504 plan be reconvened immediately to review and revise appropriate behavioral supports.

Other Comments or Observations: _____

Person Initiating Seclusion _____ School Administrator _____

Signature

Signature

This form must be completed within 24 hours. Copies must be sent to the Parent, Special Services Supervisor, Director of Federal Programs and Principal within 24 hours.

SECLUSION REPORT FORM

ST. MARTIN PARISH SCHOOL BOARD

***** Upon approval by St. Martin Parish School Board's Director of Federal Program)

Student Name: _____ Date of Report _____

School _____ Grade: _____ Reg. Ed. _____ 504 _____ 1508 _____

Date of Seclusion: _____ Time of Seclusion: _____

Teacher/Staff Initiating Seclusion: _____

Person(s) Supervising Student during Seclusion:

Describe Behavior Warranting Seclusion:

Class/Specific Activity at Time of Incident/Preceding Seclusion:

Possible Triggers:

It is MANDATORY that student be monitored constantly.

1. Agitated

4. Hostile

7. Self-Abusive

2. Calm

5. Physically Aggressive

8. Verbally Aggressive

3. Crying

6. Quiet

9. Other: _____

Document Behavior every 3 min using codes above.							Start time:		End Time		
3 min.	6 min	9 min	12 min	15min	18 min	21 min	24 min	27 min	30 min	33 min	36 min

Was the Parent notified? _____ Yes _____ No Date & Time of Notification: _____ Method of Notification: _____ Person Contacting Parent: _____ Has student been restrained/secluded 2 or more times this year? _____ Yes _____ No

If **yes**, IT IS **MANDATORY** the IEP/504 plan be reconvened immediately to review and revise appropriate behavioral supports.

Other Comments or Observations: _____

Person Initiating Seclusion _____ School Administrator _____

Signature

Signature

This form must be completed within 24 hours. Copies must be sent to Parent, Special Services Supervisor, Director of Federal Programs and Principal within 24 hours.